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ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Social studies: home and family. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit, suggestions for incorporating it in the K-12 social studies program, performance criteria, and suggested ways to initiate the unit. The main text is presented in four columns: content, teacher activities, learning activities that involve students, and resources. Additional material includes a short section on evaluation and teacher resources. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are included in the introductory material. Student activities are listed in the main text. INSTRUCTIONAL MATERIALS: Materials are listed in the main text and there is also a section on teacher resources including poems, audio-visual material, charts and pictures, music texts, and books. STUDENT ASSESSMENT: Brief criteria are included for student self-evaluation, teacher evaluation of students, and teacher self-evaluation. (MBM)

ED054097

Social Studies Curriculum Development Program

Unit I

HOME AND FAMILY

Kindergarten

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Pilot teachers

Ilse Haberkorn - Douglas
Mary Scott - Milbank
Betty Tschetter- Aberdeen
Josephine Lillemoe - Sioux Falls,
Editor of the Unit

State Department of Public Instruction
Dr. Gordon A. Diedrich, Superintendent
Pierre, South Dakota

SP007269

Overview of the Unit

This unit assumes the child has been in school at least two weeks and is adjusting to meeting new friends, a teacher, and a new environment.

This unit will be used to help the child identify himself as an important person and relate to groups in his environment.

Length of Unit -- At least two weeks. This can be expanded for a longer period of time.

Units are designed to encourage greater uses of the inductive method when appropriate for better learning. Students are to gather information from more than one resource that they might learn to compare and contrast sources of data and weigh evidence. Students must be taught to differentiate between relevant and irrelevant data, to perceive relationships, and to make tentative statements. Hopefully, we may lead students to trust and direct themselves and to become more creative in their thinking.

Inductive approaches include problem-solving and inquiry methods. The use of them implies that students are to become involved in their own learning and take responsibility for the results. This growth alone justifies explaining and using a performance description, called performance criteria, of what a student is to do as evidence that he is learning. Too seldom have we demanded that the efforts of teaching show results in its counterpart, learning by the student.

In helping ten-year-old children develop their first formal concept of revolution, search for many examples of a sudden, radical change -- in growth of the body, in families, in transportation, in communities, in science. Encourage them to gather information. Organize your strategy for accomplishing your goal of applying the concept to the American Revolution. This is slow moving if contrasted with following the pages of a textbook. But building a conceptual framework is economy in learning. By postholing true understanding the principles learned result in a transfer and applicability to new learning.

Steps of moving from the Social Studies Guideline, K-12, to daily procedures in the classroom.

Step I--Select the appropriate concepts from the social sciences.

History (None Chosen)

Anthropology

1. Human beings are more alike than they are different. Practically all important differences in human behavior are understandable as variations in learned patterns of social behavior, not differences in biological structure, type of blood, or any other genetic inheritance.

Sociology

1. Man is a social animal that always lives in groups. He may belong to a variety of groups, each of which can be differentiated by its structure.

2. Man is a flexible, becoming creature. Through the socialization process, he can learn approved ways of behavior in a variety of societies.

Political Science

5. Responsible citizenship involves active participation in the process of governing.

Economics

3. In a modern, complex system, individuals are dependent upon others for the satisfaction of many of their needs and wants.

Geography (None chosen)

Step II Translate the broad concepts from Step I into specific ones by using content.

Anthropology

1. People are all alike

    A. All need food
    B. All need love
    C. All need protection
    D. All need clothing

2. Physical features differ in national groups and in racial groups.

Sociology

1. People live in groups

    A. Home
    B. Church - Church School
    C. Neighborhood
    D. School
    E. Community

2. People learn acceptable behavior

    A. Sharing toys
    B. Listening to one another
    C. Sharing time (with mother, with baby, etc.)
    D. Some noises are disturbing and must be eliminated.
    E. Taking turns
    F. Individual responsibilities help with emotional and intellectual growth.

Political Science

1. Children can help other members at home.

    A. Mother
    B. Father
    C. Baby
    D. Other brothers and sisters
    E. Others - grand parents, baby sitter, etc.

2. Children's ideas should be respected in family planning sessions.

Economics

1. Children need to determine whom they need in group situations.

2. Children need to determine who needs them in group situations.

Step III Channel out the specific concepts the general objectives that provide direction for teaching the unit

Objectives

1. To introduce concept of self.

2. To relate concept of self to the family.

3. To relate concept of self to the environment.

Knowledge

1. To gain attitude of self-importance
2. To understand that home is a place where ideally people love each other.
3. Not all homes and families and dwellings are alike.
4. Each person in the family has a responsibility to other family members.

Skills

1. To learn politeness in taking turns in conversation.
2. To begin working in small groups without direct supervision of the teacher.
3. To feel freedom to play role of father, mother, etc, in doll house area during informal periods in the classroom.

Step IV Refine general objectives into specific objectives for daily accomplishment.

1. To help children learn about roles and responsibilities of family members.
2. To help children develop wholesome attitudes toward family living.
3. To help children learn that human and animal babies have two parents, a mother and a father.
4. To help children gain the understanding that it is normal for young children to have negative feelings over a new baby but there are constructive ways of handling these feelings.
5. To help children understand that parents provide security for children through food, clothing, shelter and loving environment.
6. To help children understand that the family is the basic group within our society.
7. To help children realize that there are many different kinds of homes and many different kinds of families.

Performance Criteria

Throughout the unit this type of attitude, knowledge, or skill may be observed in some or all of the children.

1. By having the opportunity to look into a full length mirror in the classroom a child may see his entire body for the first time in his life.

2. A child should be able to comprehend his position in the family, (the only child; the oldest child; the youngest child; in the middle with two older - "bigger" and one younger - "smaller", etc.

3. Some children will express openly family situations. (This was heard, "Our daddy is dead." There had been a recent divorce.

4. Children will relate family chores.
   "I get to feed our dog."
   "My Mommie lets me dry the dishes."
   "We have to pick up our toys before we go to bed."
   "My Mommie lets me push the vacuum cleaner just on the rug."

5. The five year old feels very much the center of his world. A child who is secure made this remark, "Wherever I go, the sun and the moon they follow me!" And an insecure child was heard to say, "All the kids in the room stare at me when they go by me." Children may convey much feeling.

6. Children should be able to distinguish "infant" from a baby that sits in a high-chair and eats with a spoon.

7. Such terms as "parents" - "grandparents" - may become part of child's vocabulary rather than just Mommie, Daddy, Grandpa, etc.

8. During informal periods children who choose the doll house area will play the roles of mother, father, children.

9. It is hoped that children may have learned a certain measure of politeness towards guests who may be invited to visit the room during the unit.

Suggested Ways to Initiate the Unit

Idea 1

Read the story, "The Three Pigs". Have children discuss the pigs' types of homes and compare with their own homes. Dramatize the story. Give the children 12" x 18" sheets of white construction paper and have them draw the pigs' homes.

Idea 2

Show Chart #3 of When They Are 5, Health and Safety Charts by Scott, Foresman. Appropriate songs such as "How Many People Live at Your House" further expand the idea of the family. Let children draw a picture of their individual families.

Idea 3

Show chart #1 from Beginning the Human Story, Scott, Foresman and Co. Title of chart - "At Home with the Family." This can be used for the initial conversation regarding the family.

Idea 4

Perhaps have one of the mothers come with an infant, or twins, possibly. Use the visit to stimulate discussion regarding their own families.

Idea 5

Begin by discovering the "self." Help children within the group to observe the differences in height, color of hair, color of eyes, etc. Let this lead into a discussion of other members of families. Children may draw or paint pictures of themselves.

Idea 6

Send a note home with the children asking parents to send a snap-shot which has been properly labled on the back. Children may make houses and put their families in a "picture window." Houses will then be put on the bulletin board.

Content	Teacher Activities that Provide Guidance and Direction for Students (Evaluation included)
I. Identification of Self.	Prior to teaching the unit the teacher may send a note to parents asking for a recent snapshot of the individual child and one snapshot of the entire family.
A. Physical Characteristics	
1. Likenesses	At the beginning of the unit when the "self" is the focus each child's picture may be shown using an opaque projector.
2. Differences	
3. Identification of body parts	Special attention must be given to children who are not able to bring pictures --- "John is the tallest boy in the class." "Mary has curly hair." "Jane can walk to school all by herself."
	Give specific directions when teaching a new group game and repeat the directions when it is played a second time.
	Teach fingerplays and poetry concerning the "self".

Learning Activities that Involve Students

Children may be divided into two groups - boys and girls. How are children in this group alike? -- They are all girls -- They are all boys. Within the groups these characteristics may be noted:

Color of eyes
Color of hair - short, long
Height
Some who have already lost a tooth!

Children may learn game:

"Tall-Small"

Sometimes we are tall,
Sometimes we are small,
Sometimes tall,
Sometimes small,
Guess what we are now.

(One child is chosen to be "it" and goes to the middle of the circle keeping eyes closed. The children in the circle stretch high for "tall" and stoop low for "small" and on the last line they all follow the "leader" for being either tall or small. The child who is "it" can generally tell the position by the voices.)

If a full length mirror is in the room or one brought into the room for this particular unit the children should be given many opportunities to "see" their entire selves. This may be a new experience for some.

Children may draw pictures of themselves.

Children may learn poems identifying body parts. They may listen to other poems regarding the "self."

Learn new songs.

Children may speak and listen to a tape of their own voices.

Resources

Poetry and Fingerplays (see Resources for Teachers - poetry at the back of this unit.)

Children's Books
(See Bibliography for listings)
Higgins, Don, I Am A Boy
Higgins, Don, I Am A Girl
Krasilovsky, Phyllis, The Very Little Boy
Krasilovsky, Phyllis, The Very Little Girl
Smith, Robert Paul, When I Am Big

Pictures

Harper & Row, Discussion Pictures For Beginning Social Studies

1) Theme 15 "Man's feeling about himself, about others, and about life"

   Use pictures #A
   #C

2) Theme 5 "Man by himself and in search of his own best self"

   Any or all of the five pictures could be used.

Music (see texts listed in Bibliography)

Tape Recorder and Tape

Content	Teacher Direction
B. Common Needs	Teacher may find out how many children can tie shoes and encourage others to learn.
1. Clothing	Pre-cut dresses and trousers of cloth may be available for an art project. (Cloth is <u>very</u> difficult for children especially early in the year.)
2. Food	Assemble magazine pictures of wholesome food. Children may be encouraged to add to the collection of pictures.
3. Shelter (protection)	Collect milk cartons to be used in art project.
	Make a bulletin-board to identify those knowing names, addresses, phone numbers.
	Make a map with yarn leading to homes from school.
4. Love	Because children grow and develop more readily in an atmosphere of genuine "love" it is very important that the teacher has a keen interest and understanding of each pupil.

Learning Activities

During informal periods of self-directed activities those children who cannot tie shoes should be allowed to play with the "lacing shoe" toy.

In another "center" of the room there could be a grouping of tag-board cards each having securely stapled to it one of the following:

zipper
buckle
snaps
bow to tie
button and button hole
large safety pin to do and undo
(must be sewed securely)

In another "center" of the room there could be a large tag-board sheet with types of cloth stapled to it.

wool
cotton
silk
nylon
fur
leather
plastic
etc.

This can become a "feeling" activity.

Children may take pre-cut dresses and trousers and glue them to construction paper and then add the head, arms and legs.

Children may tell what they ate for breakfast or lunch. This not only gives them a chance to recall and tell of something personal but it also gives the teacher an insight into children's backgrounds.

They can look at pictures of good, nourishing food that helps them to be strong. (Food can be a separate unit later in the year.)

They may take a field trip to see a new house being built.

Resources

Children's Books

Bannon Book, Red Mittens
Brenner, Barbara, Beef Stew
Buckley, Helen E., Too Many Crackers
Carter, Matherine, The True Book of Houses
Krauss, Ruth, A Very Special House
Lenski, Lois, At Our House
Miles, Betty, A House For Everyone
Penn, Ruth Bonn, Mommies Are For Loving
Petersham, The Story Book of Houses
Radlauer, Ruth Shaw, Mothers Are That Way

Filmstrips

(See resources for teachers - "shelter series"

Films

Homes in the U.S., Eye Gate 690

Music - see texts listed

Learning Activities

Group Activity

Children may glue construction paper to milk cartons and assemble on a table to make a village of "our houses."

Easel Painting using only four colors. Children should be shown how to use the brushes but not told what to paint. Easel painting is one of the best means to help children relax, to find pleasure in their own creations, to discover new colors by blending them on the paper.

Content	Teacher Direction
II. Identification of Self within the family.	If children have brought a snapshot of their own families then these could be shown quickly on the opaque projector for others to see.
A. People live in groups.	
1. Home is basic group.	The teacher may ask a simple leading question: "Why do we need our homes?" "How many children do you have in your family?" Who is the oldest? How many are older - younger? Which child in our class comes from the biggest family? (Family pictures may help here.)
a. Order of birth b. Number of siblings c. Comparison of families to peers	
2. Other groups involving child.	"Is your home all by itself?"
a. Church - church school b. Neighborhood c. School d. Community (city, state)	"What places do you go to as a family?" The teacher may show a map of the city and one of the state. Kindergarten children are not expected to comprehend city and state maps but they can understand that <u>adults</u> can find streets on city maps and towns on state maps. The teacher may locate the School on the city map and the town on the state map.
3. Physical features differ in national groups and in racial groups.	Prior to teaching the unit engage several persons to visit the Kindergarten and talk with the children. Suggested types: Negro mother with baby Indian family Oriental children etc. Great care must be taken that the guests have understood the purpose of the invitation. Most minority groups welcome the opportunity for recognition and Kindergarten children, in most cases, have not yet developed prejudices.

Learning Activities

Children may look through magazines for pictures of people. These can be cut out to form a "Family" book.

Or they may find pictures showing favorite room, or favorite family activity.

The doll house area can provide a daily opportunity for children to play the roles of mother, father, children, and even sometimes - baby. Dress-up clothes for both boys and girls help children "become" mother, or father.

Children may make a family tree of family picture drawings.

Game:

"Family in the Dell"
(Tune of Farmer in the Dell, substituting appropriate words.)

Resources

Children's Books

Greene, Carla, I Want to be a Homemaker
Heilbroner, Joan, This Is The House Where Jack Lives
McNulty, Faith, When A Boy Wakes Up In The Morning
Schlein, Miriam, My Family
Tensen, Ruth M., Come to the City

Poems - See Resources, Concerning family members.

Filmstrips - see resources

Good Manners Series

Safety Stories Series

If a Negro mother should come to visit allow the children to ask questions about feeding, bathing the baby, etc. If the mother is willing to sing a familiar nursery rhyme to the baby let the children listen and then join in singing it the second time.

Similar activities can be done with other racial groups visiting.

Children's Books

Keats, Ezra, Peter's Chair (Negro family)

Filmstrips

Our World of Sights and Sounds
"Sights and Sounds of the Home"
(This filmstrip shows several types of families (races), in houses, apartments, etc.

Pictures

Harper & Row
Theme 3 - #A) Show Negro children
Theme 12 - #C)

Content	Teacher Direction
B. People learn acceptable behavior in groups. 1. Sharing toys 2. Listening to one another 3. Sharing time (with mother, with baby, etc.) 4. Some noises are disturbing and must be eliminated 5. Taking turns 6. Individual responsibilities help with emotional and intellectual growth.	Requirements for acceptable behavior should be the same at home as they are at school; therefore the teacher will guide the children in planning and setting standards of behavior for the classroom.
C. People (children) can help other members of the family group. 1. Mother 2. Father 3. Baby 4. Other brothers and sisters 5. Others - grand parents, baby sitter, etc. 6. Pets are sometimes considered part of the family	Prior to teaching the unit invite several persons to visit the class. Suggested persons: A mother with very young infant - A grandmother who also serves as a baby-sitter for a working mother -- A mother who has twins (These will all be directly related to children in the class) Ask children to tell where their Daddies work. (Teacher should check records in advance to learn of families without fathers.) The teacher may ask children to tell where mother works - away from home!

Learning Activities

Children can learn to wait for another child to finsh speaking before he or she begins to tell something.

They may listen for various sounds around them and distinguish which are pleasant or happy sounds and which are hard to listen to.

Various responsibilities assigned to the "helper" each day will help develop self-confidence.

Group activity
Children may make a mural of a family doing certain activities.

Children may dramatize a simple situation of "helping mother."

If guests visit the room children may speak freely and politely with the visitor.

They may make figure using popsicle sticks, matches, clay.

They may choose to draw pictures of grandparents.

During self-directed activities six children may be at one table using dough to make cookies, buns, pies, etc.
(For recipe see resources - activities)

Children may do block printing using items from home. (See resources - activities)

String painting (with music) is another activity where something from home can be used. (See resources - activities)
....Block printing and string painting must be done on separate days.

RESOURCES

Children's Books

Aldis, Dorothy, Dumb Stupid David
Brown, Margaret Wise, Indoor Noisy Book
Bryant, Bernice, Let's Be Friends
Wright, Dare, The Lonely Doll
Zolotow, Charlotte, The Little Puppy Who Learned to Behave

Filmstrips - See resource
Guidance Stories Series
"New Friends - Good Friends"
"Playing Fair"
"Taking Care of your Things"
"Sharing with Others"

Poems - Music See resources listed

Abel, Ruth and Ray, The New Sitter
Borack, Barbara, Grandpa
Brown, Myra Berry, Company's Coming For Dinner
Buckley, Helen E., Grandfather and I
Buckley, Helen E., Grandmother and I
Carton, Lonnie C., Mommies
Duncan, Lois, The Littlest One In the Family
Finfer, Celentha, etc., Grandmother Dear
Hoffman and Hefflefinger, About Family Helpers
Kane, Sharon, Little Mommy
Merriam, Eve, Mommies At Work
Radlauer, Ruth Shaw, Fathers at Work

Filmstrips
The Home Community Series
"Brothers and Sisters"
"Growing Up"
"Helping Mother"

Records:

Sounds Around Us - see resources

Learning Activities

Game

"Mother kitty and baby kitties are fast asleep" (mother kitty and three kittens hide head on teacher's lap).

"Baby kitties wake up and run and hide"
(three children hide)

"Mother kitty wakes up and finds the kitties gone."
(Child stretches and looks around)

Mother kitty calls "Meow, meow"

Baby kitties answer, "Mew, Mew"
(in high voices)

Mother kitty then tries to locate each kitty.

The same game can be played only substituting for Mother kitty - Grandma, and for the kitties, - children.

Resources

Children's Books

Flack, Marjorie, Ask Mr. Bear
Flack, Marjorie, The New Pet
Nordlie, Ruth, A Dog for Susie
Newberry, Clare Turlay, T-Bone The Baby-Sitter

Poems and Fingerplays

See resources for teachers

Content	Teacher Direction
D. People (children) can help prepare for a new baby about to be born.	The teacher may be aware of pregnant mothers because of contacts during the first few days of school when parents may bring or pick up their children. Or if the school has "open house" prior to teaching the home unit the mothers may tell the teacher of the expected new arrival and the kindergarten child's reaction to the coming event.
1. Family involvement	
2. Negative feelings are normal for the very young child.	One of the best teaching aids in this area is Scott, Foresman's Beginning the Human Story. There are twelve colored photographs of one family prior to the birth of a baby and up to one year after the birth. Each picture has on the back a series of questions, activities, and suggested reading and filmstrips, plus poems printed for immediate use. This set includes a teacher's guide, also. This series of pictures could be used as a basis for an entire unit on the family.

Learning Activities

Listen to poems regarding the baby.
(See resources for teachers)

Learn finger plays about the baby.
(See resources for teachers)

Use a large doll, large basin of water and let one or two children demonstrate how to bathe a tiny infant - (show them first)

Discuss types of food a new born baby would need.

Look at pictures of babies showing degrees of growth.

Express attitudes about a new baby.

Resources

Books for Children

Mattmuller, Felix, We Want a Little Sister
Rey, H.A., Curious George Goes to the Hospital
Schlein, Miriam, Laurie's New Brother
Tamburine, Jean, I Think I will Go to the Hospital

Fingerplays and Poems

See resources for teachers

Music - see texts listed

Evaluation

I. Student self-evaluation

Group discussions to reveal identification and importance within family unit.

II. Teacher evaluation of students

A. Listen

Become aware of what children say in discussions that reflect attitudes of family.

B. Observe

Notice any change in attitudes and behavior in relationships with other class members.

Be alert to emotional reactions regarding other family members.

III. Teacher self-evaluation

Did children respond to the unit?
Is there any indication that families are aware of the teaching?
Is this work so interesting that children keep bringing things?
Did I enjoy the children while I taught the unit?
Was I relaxed and able to allow enough time for various activities?
What portions would I change in teaching it again?

Poems --- Concerning the "self"

Grown Up

I'm growing up, my mother says -
Today she said I'd grown;
The reason why is this: Now I
Can do things all alone.

And though I'm glad that I don't need
Someone to brush my hair
And wash my hands and face and button
Buttons everywhere,

Although I'm very glad indeed
To help myself instead,
I hope that I won't have to try
TO TUCK MYSELF IN BED.

Dorothy Aldis

A Good Thing

When I've finished with my tub
I always play about
With my little sponge and then
I pull the stopper out.

And every day I'm very glad
That I am big and tall:
To slip down through the stopper hole
Would not be fun at all.

Dorothy Aldis

Foot Note

If I were to choose,
I would <u>never</u> wear shoes!
It takes such a great deal of care
To criss-cross the laces
In just the right places--
I'd rather my feet were left bare!

Mary Allen

Here Am I

Here are my ears, and here is my nose;
Here are my fingers, and here are my toes;
Here are my eyes, both open wide;
Here is my mouth, with my teeth inside,
And my busy tongue that helps me speak,
Here is my chin, and here are my cheeks,
Here are my hands that help me play,
And my feet that run about all day.

Mrs. Van Keirkhoff

Mouths

I wish I had two little mouths
Like my two hands and feet--
A little mouth to talk with
And one that just could eat.

Because it seems to me mouths have
So many things to do--
All the time they want to talk
They are supposed to chew!

The Birthday Child

Everything's been different
All the day long,
Lovely things have happened
Nothing has gone wrong.

Nobody has scolded me,
Everyone has smiled,
Isn't it delicious
To be a birthday child?

Poems --- Concerning the "self"

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me when I jump into my bed.

The funniest thing about him is the way he likes to grow--
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepyhead,
Had stayed at home behind me and was fast asleep in bed.

Robert Louis Stevenson

Park Play

Every morning
I can play
In the park
Across the way.

I can run
And I can shout.
I am glad
When I come out.

James S. Tippett

Coffeepot Face

I saw my face in the coffeepot.
Imagine, a coffeepot face!
My eyes were big and my nose was
small,
And my mouth went everyplace.

Hinges

I'm all made of hinges
'Cause everything bends
From the top of my neck
Way down to my ends.

I'm hinges in front,
I'm hinges in back,
I have to be hinges -
Or else I would crack!

Poems ----- Concerning the "self"

Hiding

I'm hiding, I'm hiding,
And no one knows where;
For all they can see is my
Toes and my hair.

And I just heard my father
Say to my mother,
"But darling, he must be
Somewhere or other;

"Have you looked in the INKWELL?"
And Mother said, "Where?"
"In the INKWELL," said Father. But
I was not there.

Then "Wait!" cried my mother.
"I think that I see
Him under the carpet." But
It was not me.

"Inside the mirror's
A pretty good place,"
Said Father and looked, but saw
Only his face.

"We've hunted," sighed Mother,
"As hard as we could
And I AM so afraid that we've
lost him for good."

Then I laughed out aloud
And I wiggled my toes
And Father said, "Look, dear,
I wonder if those

Toes could be Benny's.
There are ten of them. See?"
And they WERE so surprised to find
Out it was me!

Dorothy Aldis

Fingerplays --- "self"

My Hands

My hands upon my head I place,
On my shoulders,
On my face,
Then at my side and on my hips
And now behind me see them trip.

Then I held my hands up high
And let my fingers swiftly fly
Then I clap them, one, two, three.
And now I fold them quietly.

Enumeration

I have five fingers on each hand.
(hold up hands, fingers outspread)
Ten toes on both my feet
(point to feet)
Two ears, two eyes, one nose, one mouth
(point to ears, eyes, nose, mouth)
With which to gently speak.
My hands can clap
(clap hands)
My feet can tap.
(tap feet)
My eyes can brightly shine.
(point to eyes with index fingers)
My ears can hear.
(cup ears)
My nose can smell.
(sniff nose)
My mouth can speak a rhyme.
(point to mouth)

Poems --- Concerning Family Members

Celebrating Dad

Early in the morning
I hear secrets in the air--
Words like "shirts" and "socks" and "ties"
Are whispered everywhere.

In the sunny kitchen
Mother's baking cake,
Fluffing up white frosting
All for someone's sake.

Hear the children laughing!
Even the dog looks glad!
What a pleasant day is this--
"Happy birthday, Dad!"

Henrietta Lodewyk Ensign

Only One Mother

Hundreds of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by
Hundreds of lambs in the sunny weather.

Hundreds of dewdrops to greet the dawn,
Hundreds of bees in the purple clover,
Hundreds of butterflies on the lawn,
But only one mother the wide world over.

George Cooper

Little

I am the sister of him
And he is my brother.
He is too little for us
To talk to each other.

So every morning I show him
My doll and my book;
But every morning he still is
Too little to look.

Dorothy Aldis

(The following poem may be used when children talk about playing with each other in the family.)

Wild Beasts

I will be a lion
And you shall be a bear,
And each of us will have a den
Beneath a nursery chair;
And you must growl and growl
and growl,
And I will roar and roar,
And then -- why, then -- you'll growl
again,
And I will roar some more!

(Taken from Beginning the Human Story)

Poems -- Concerning Family Members

My Brother

Today I went to market with my mother.
I always help her buy the things we eat.
Not sitting in the pushcart like my brother
Who gets our dinner piled around his feet.
I know where jam is. Coffee. Bread and butter.
Each thing I bring she says to Davy: "No!"
Don't touch that, Davy! Mostly Davy doesn't.
This morning Davy did some touching though --
He spread his hair with cottage cheese all over.
Bit through paper. Gave our ham a chew.
Licked the butter. "DAVY!" cried my mother.
She started in to scold my little brother.
Couldn't.
Burst out laughing.
I did too.

(Taken from Beginning the Human Story)

Kitchen Tunes

Our kitchen is a noisy place.
It's full of merry sound.
The pans make music on the stove
When mother is around.

The carrots stew with "Burble! Bup."
The meat fries, "Crackle." Pop!"
The oven creaks while cooling off.
The corn bread sighs on tops.

Sometimes my mom stirs up a cake
And beats time with the spoon,
And then the kettle whistles loud
To keep them all in tune.

Ida M. Pardue

Shoes

My father has a pair of shoes
So beautiful to see!
I want to wear my father's shoes --
They are too big for me.

My baby brother has a pair
As cunning as can be!
My feet won't go into that pair --
They are too small for me.

There's only one thing I can do
Till I get small or grown.
If I want to have a fitting shoe,
I'll have to wear my own.

Tom Robinson

Poems --- Concerning Family Members

I Like Housecleaning

It's fun to clean house.
The food isn't much,
And paint's all about
That we mustn't touch;
But strange stored-away things,
Not like everyday things,
Make marvelous playthings
From attics and such.

The boxes come out
From closets and chests,
With odd sorts of clothes
Like old hats and vests,
And photographed faces,
And ribbons and laces,
And postcards of places,
And cards left by guests.

Then Mother says, "Throw
The whole lot away!"
And Father says, "Wait --
I'll need this someday."
But either way's meaning
A chance to go gleaning
Among the housecleaning
For new things to play!

Dorothy Brown Thompson

Poems -- Concerning Pets in the Home

My Dog

My dog listens when I talk.
He goes with me for a walk.
When I sleep, he's sleepy too.
He does everything I do.
He has eyes that always show,
He knows everything I know.
I never do a thing but he
Thinks it is all right for me.
When I speak, he always minds.
He shares with me the things he finds.
When other people say I'm bad,
He hangs his head and looks so sad.
He cuddles up and laps my hand
And tells me he can understand.

Tom Robinson

My Dog

His nose is short and scrubby;
His ears hang rather low;
And he always brings the stick back,
No matter how far you throw.

He gets spanked rather often
For things he shouldn't do,
Like lying-on-beds, and barking
And eating up shoes when they're new.
He always wants to be going
Where he isn't supposed to go.
He tracks up the house when it's snowing--
(could substitute "raining")
Oh, puppy, I love you so.

Interpreter Needed

Back, Buster, do!
School's not for you --
A pretty pass
With you in class!
Go in the gate,
You'll make me late!
I know it's hard --
Stay in that yard!
No, I'm not mad --
Don't look so sad.
See, here's my hand --
Please understand!
You just can't go --
No, Buster,
No!

Dorothy Brown Thompson

The House Cat

The house cat sits
And smiles and sings.
He knows a lot
Of secret things.

Annette Wynne

Chums

He sits and begs; he gives a paw;
He is, as you can see,
The finest dog you ever saw,
And he belongs to me.

He follows everywhere I go
And even when I swim.
I laugh because he thinks, you know,
That I belong to him.

But still, no matter what we do,
We never have a fuss,
And so I guess it must be true
That we belong to us.

Arthur Guiterman

Our Bunny

Our bunny is so funny,
He wiggles his nose.
And then hops away on
The tips of his toes.

Poems -- Concerning Pets in the Home

Cat

My cat is quiet.
She moves without a sound.
Sometimes she stretches herself high and curving
On tiptoe.
Sometimes she crouches low
And creeping.

Sometimes she rubs herself against a chair,
And there
    With a mew and a mew
    And a purrr purrr purrr
    She curls up
    And goes to sleep.

My cat
Lives through a black hole
Under the house.
So one day I
Crawled in after her.
And it was dark
And I set
And didn't know
Where to go.
And then --
Two yellow-white round little lights
Came moving...moving...toward me.
And there
    With a mew and a mew
    And a purrr purrr purrr
My cat
Rubbed, soft, against me.
And I knew the lights
WERE MY CAT'S EYES
In the dark.

The Goldfish

My darling little goldfish
Hasn't any toes;
He swims around without a sound
And bumps his hungry nose.

He can't get out to play with me,
Nor I get into him,
Although I say: "Come out and play,"
And he - "Come in and swim."

Dorothy Aldis

RESOURCES FOR TEACHERS

Fingerplays and Poems:

<u>Talking Time</u>

"My Family"	p. 51
"Baby's Bonnet	p. 191
"Ten Little Cookies"	p. 228
"These are Mothers Knives and Forks"	p. 228

<u>Finger and Action Rhythms</u>, Mabelle McQuire

"Any Mail for Me?"	p. 10

<u>Finger Plays,</u> Tessa Colina

"Finger Family"	p. 57
"Five Children"	p. 57

<u>Finger Plays</u>, Golden Book

"The Family"	p. 8
"Grandma's Spectacles"	p. 9
"All for Baby"	p. 11

<u>The Kindergarten Book</u>, Ginn

"Our Baby"	p. 47

ACTIVITIES - Experiences during the self-directed portion of the day.

Dough used with rolling pins (10¢) and jar lids for cookie cutters.

Recipe:

2½ cups flour
½ cup salt
2 cups boiling water
1 Tablespoon of alum
3/4 cup cooking oil

Mix well and knead. Children cannot do this because of the boiling water. But the result is superior to other dough mixes because it does not dry as easily.

Recipe from Agnes Tenneboe
Kindergarten - Sioux Falls

Block printing using items from home.

Carrot - spool - toilet tissue roll.

Cut carrot straight across the large end. Cut notches from the outside to the center "heart" of the carrot making a design. Spool and tissue roll can be used as is.

Take a shallow pan (pot pie tins are excellent) and have a small amount 1/8 inch of paint in bottom. Have one color for each of the three items. The tissue roll placed in on end and then touched gently to the paper surface makes a perfect circle design. Some more creative children discover that by placing the carrot in center of circle design they get a more detailed pattern. This activity is lots of fun. Have only six children standing at a table doing this while others are working with toys, doll house, etc.

STRING painting (with music)

Another activity where something from home can be used.

Cut string about 12 to 14 inches. This should be a heavy string. Use 2 shallow pans. Orange in one and brown in the other makes pretty fall colors when used on manila, yellow, soft orange. The paint should be thickened with a liquid or powder detergent. Have a spoon handy to press against the string when pulling it out of the very small amount of paint. Put only ½ of string in paint. Have no more than 4 children do this at a time. Use a record of strong instrumental beat (march, skip, gallop etc.) and let the children bounce the paint string on the colored square of paper. The other children in room respond well to music while playing, too.

RESOURCES FOR TEACHERS

AUDIO-VISUAL:

Films:

An Afternoon's Fun - Eye Gate F

Homes in the U.S., Eye Gate 690

Living and Growing, Churchill Films. (Responsibility children need in caring for pets - living things need wholesome food for life.)

Filmstrips:

Encyclopedia Britannica Filmstrips:

Good Manners Series
"Good Manners at Home"
"Good Manners at School"

Guidance Stories Series
"New Friends - Good Friends"
"Playing Fair"
"Sharing with Others"
"Taking Care of your Things"

The Home Community Series
"Brothers and Sisters"
"Growing Up"
"Helping Mother"

Safety Stories Series
"Home Safety"
"School Safety"

Shelter Series
"Houses of Long Ago"
"Why We Need Houses"

Community Helpers Series, Sets 1 - 2, McGraw-Hill.

Our World of Sights and Sounds, Group I, Society for Visual Education. (Series includes 6 filmstrips with 3 records. Recommended for this unit - "Sights and Sounds of the Home."

Records:

Sounds Around Us, "Around the House", Parts I and 2, Scott, Foresman

RESOURCES FOR TEACHERS

CHARTS AND PICTURES:

Beginning the Human Story, Scott, Foresman and Co., Glenview, Ill., 60025, 1967. (Series of 12 large pictures for discussion.)

Discussion Pictures for Beginning Social Studies, by Raymond H. Muessig, Harper and Row, Pub., Co., New York, 1967. (There is a guide also.)

How Americans Deal With Problem of Unlimited Wants and Limited Personal Resources, Education Industry Service, 1225 E. 60th St., Chicago 37, Ill., 1963 (This is one large chart - can be used under Economics concept.)

Members of the Family, Instructo - flannelboard story cut outs #149, Instructo Products Co. Phila, Pa., 1961

We All Like Milk, National Dairy Council, Chicago, Ill. (35¢ a set) - Show baby animals and their food needs. Can be incorporated with discussion of care of pets in the home.

When They Are 5, (Health and Safety Charts - with guide), Scott, Foresman, 1961. Use #3 from the set.

You and Your Family, (Experimental Development Program), Benefic Press, Chicago, Ill., 1964. .....This has been used in the Head Start Program.

RESOURCES FOR TEACHERS

MUSIC TEXTS:

Birchard Music Series (Kindergarten), Summy-Birchard Pub. Co., Evanston, Ill., 1959

	"Calling Brother"	p. 1
	"At the Telephone"	p. 11
	"There's a Baby"	p. 14
	"Where is Jimmy?"	p. 14

High Road of Song, Gage (Canada)

	"Miss Polly"	p. 46
	"On Our Holiday"	p. 50

The Kindergarten Book, Ginn and Co., Boston, 1957.

Sections:	"What About Me?"
	"About Home Folks"
	"Our Baby"

Magic of Music, (Kindergarten), Ginn and Co., Boston, 1965

Section:	"Music of Home and Country"	pp. 91-104

Making Music Your Own, Silver Burdett, Park Ridge, Ill.

Music For Young Americans, American Book Co., N.Y., 1963

Section:	"At Home"

Sing A Song, McLaughlin, Wood, Prentice-Hall, Inc., New Jersey, 1960

Singing Fun, Wood, Scott, Webster Publishing Co., St. Louis, 1954.

	"How Many People Live at Your House?"	p. 49

This is Music (Publisher's name not submitted)

	"Great Big Dog"	p. 12
	"My Family and Pets"	p. 12
	"When I Grow Up"	p. 16

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King, Bracken, Sloan, Families and Social Needs, Laidlaw Bro., Illinois, 1968

King, Bracken, Sloan, People At Home, Laidlaw Bro. Illinois, 1968

Provus, How We Get Our Shelter, Benefic Press, Chicago, 1962

Wann Sheehy, Learning About Our Families Boston, 1967

Build with Stencils, Whitman

Scott, Forseman, Living and Learning in First Grade, Teacher's Edition.

Teacher's Publishing Corp. Social Studies - Primary, Grade 1, "Home and Community" section.

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Bertail, Inez, Time For Bed, Doubleday and Co., Inc., N.Y., 1939

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Buck, Pearl, Johnny Jack and His Beginnings, John Day

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Carton, Lonnie C., Mommies, Random House, N.Y., 1960

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Greene, Carla, I Want to be a Homemaker

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